



Arlesdene

Nursery School and Pre-school

**Supporting and
Managing Behaviour
Policy**

July 2019

SUPPORTING AND MANAGING BEHAVIOUR POLICY
Arlesdene Nursery School and Pre-school

Policy Review

This policy will be reviewed in full by the Governing Body no less than two years.

The policy was last reviewed and agreed by the Governing Body on 2nd July 2019 2019

It is due for review on 1st July 2021 (up to 24 months from the above date).

Signature Date

Head Teacher

Signature Date

Chair of Governors

RECORD OF AMENDMENTS	
Page/Clause Amended	Brief Details of Changes
	Headings numbered
5 – Physical Intervention	New guidance on physical intervention

Arlesdene Nursery School and Pre-school
Supporting and Managing Behaviour Policy

1. Statement of Intent

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

2. Aims

- We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others and promote the British values.
- The development of children's personal, social and emotional development is a fundamental aspect of our curriculum and runs through and supports all other areas in the EYFS curriculum.
- We will work in partnership with parents/carers in supporting children's personal, social and emotional development.
- We will work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

3. Methods

All staff have a responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

- We expect the Headteacher, Lead Nursery Teacher and Pre-school Leader to:
 - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour.
 - ensure that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.
- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We recognise the approaches for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the school.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting, children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently.

4. Strategies for supporting children

- We expect everybody to listen to the children.
- We expect everybody to speak to the children with a positive tone.
- We support each child in developing a sense of belonging in our setting, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support social skills through modelling behaviour, activities, drama and stories.
- We praise and acknowledge considerate behaviours such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We encourage children to find their voice, to inform staff about upsetting incidents and also learn to say no.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We use Makaton/symbols to support our communication and explanations to children when talking to them about their behaviour.
- We expect all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. We expect staff to teach internal discipline rather than use external discipline to control behaviour.
 - These strategies should use language that focuses on considerate behaviour and positive phrasing rather than the negative. "Please remember to use kind hands when you are playing with your friends".
 - Solutions may also include acknowledgement of feelings "I can see you are feeling cross and angry because you would like a turn with the train".
 - Explanation as to what was not considerate and to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "I can see that you would like a turn but hitting and pushing is not kind and it hurts".
 - Solutions to help resolve conflict and to gain control of feelings. "When you have calmed down/stopped crying you can ask for a turn offering a sand timer, saying 'can I have a turn now please?' or 'let's see if we can be friends and find another train and play together.'

- At times children may have an activity or area 'finished' if their behaviour is disrupting or threatening their safety. Choices will be given to de-escalate the situation or where appropriate a de-escalation script will be used.
 - Child's name, I can see something is wrong, I am here to help, Talk and I will listen, Come with me and
- We recognise that very young children or those whose development is not yet at the expected for their chronological age, may not have the necessary language and may find dealing with their own emotions difficult. This may include fear, anger or distress and may result in melt downs, fighting or biting and require a sensitive response from adults to help them do this. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and help them to resolve issues in an appropriate way to promote understanding.
- We recognise that some children engage in fantasy play that involves rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable within limits (ensuring children are not hurt). If this play becomes inconsiderate then appropriate adult intervention and support will be use. Encouraging empathy to explore alternative scenarios and strategies for conflict resolution.
- We will make every effort to discuss with parents any issues that occur on the same day and to work together with them to address any issues to try and prevent incidents such at this reoccurring.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
 - Aggressive incidents that are intentional will be logged and parents will be informed of the circumstances of what has occurred.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. All staff are aware of the main reasons for very young children to engage in excessive hurtful behaviour.
- We work in partnership with children's parents to address reoccurring inconsiderate behaviour. Parents are regularly informed by the nursery teacher or child's key person about all aspects of their children's behaviour. We use observations and analyse behaviour to understand the cause. We use ABCC charts (Antecedent, Behaviour, Consequence, and Communication) to record this. We are consistent in our approach and with the appropriate response. This may include involving other professionals from other agencies and implementing individual learning plans, individual risk reduction plans or risk assessment management plans.

- Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise.
- We will respond to children's individual needs and offer comfort when needed, this can be in the form of a cuddle or hug or offering support as a primary carer would give.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Incidents of racial abuse will be logged in the office and reported to the LA on the annual return.
- Senior staff attended 'STEPS' training in June 2019 and this will be delivered to all staff in September 2019 and they will use this guidance in their everyday practice.

5. Physical Intervention

Positive Handling techniques will be used in all situations requiring physical restraint or intervention by staff. Hertfordshire Steps training techniques will always be applied in the first instance.

Physical intervention/restraint may be needed in serious circumstances e.g.:

1. to prevent a child injuring himself or others
2. to stop a child causing serious damage

The Headteacher and Senior Leadership Team may be authorised to use physical restraint in some form. Training is given at appropriate levels and staff are reminded not to put themselves in danger.

Physical contact is never a punishment. The intervention is necessary as an act of care and control. The degree of force must be in proportion to its consequences; depending on age and circumstances. Every effort should be made to secure the presence of another member of staff and confrontation and escalation should be avoided (staff may be required to demonstrate that their intervention was reasonable and proportionate).

A professional witness will be in attendance at all times.

6. Bullying

At Arlesdene we define bullying as repeated patterns of behaviour intending to hurt someone either physically or emotionally.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This could be in the form of physical abuse, name calling or making threats.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- Any incidents of bullying will be recorded in the log and reported to the LA in the annual return.

Appendix 1 - Risk Assessment Calculator

Name:	
DOB:	
Date of Assessment:	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness of Harm A	Probability of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm is has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies in place

Appendix 2 - Individual Risk Management Plan

Name:		Date:	
DOB:		Review date:	

Insert Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro-social/Positive behaviour	Strategies to respond
Anxiety/DIFFICULT behaviours	Strategies to respond
Crisis/DANGEROUS behaviours	Strategies to respond

Post incident recovery and debrief measures:

Signature of Plan Co-ordinator.....Date.....

Signature of Parent/Carer.....Date.....